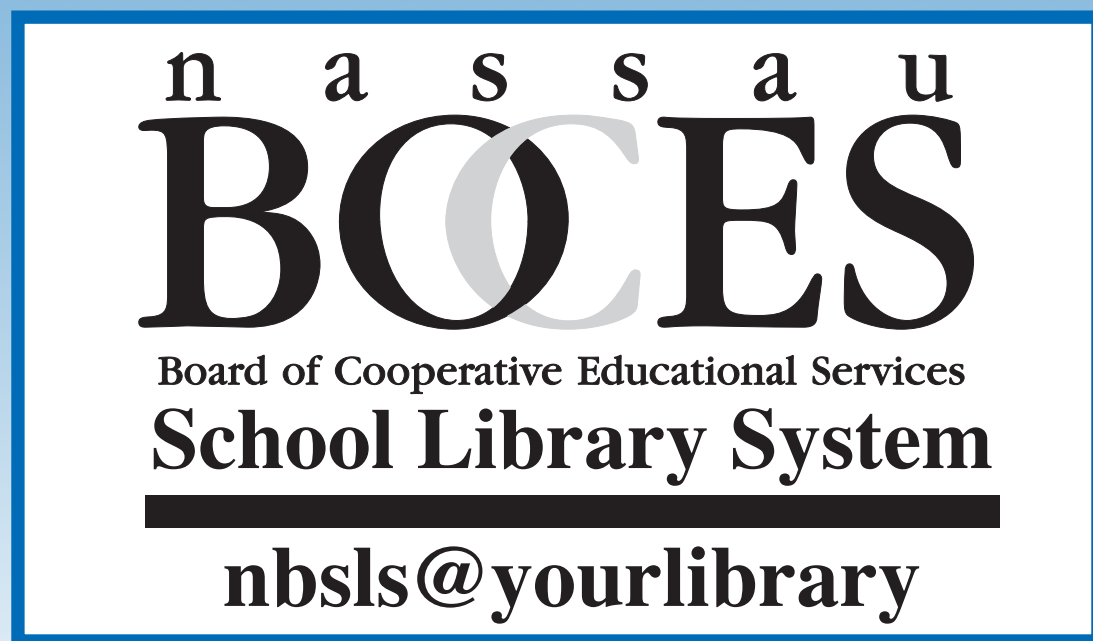


NBSLS I-TEAM CURRICULUM STANDARDS PROJECT

GRADE LEVEL SCOPE & SEQUENCE

Aligns with the AASL Standards for the 21st Century Learner
NYS Standards for Digital Learners (NYLA)

Also informed by the National Educational Technology Standards for Students (ISTE)



Standards for the 21st Century Learner
is a vision for teaching and learning created by the American Association of School Librarians.

This Nassau BOCES School Library System Scope and Sequence
is designed by a committee of school librarians and other educators collaborating to provide
an outline for the 21st Century Skills as an integral part of the school library curriculum.

STANDARD I: *Independent learners fluently use the process and tools that enable discovery and the attainment of knowledge.*

Major Understanding:	K-1	2-3	4-5	6-8	9-12
Understand how the library is organized in order to independently locate materials	I/T	T/E	E/A	M	M
Differentiate between fiction/non-fiction and fact/opinion	I/T	I/T	T/E	E/A/M	M
Select appropriate materials, print or digital	I/T	I/T	T/E	T/E/A	M
Recognize how information is organized	I/T	I/T	T/E	T/E/A	A/M
Is able to paraphrase (take notes without copying and pasting text)	I/T	I/T	T/E	T/E/A	A/M
Determine the need for information	I/T	T/E	E/A	E/A	A/M
Work both cooperatively and independently through the inquiry process	I/T	I/T	T/E	E/A	M
Understand and use primary and secondary sources		I/T	I/T	T/E	A/M
Use the OPAC and enhanced features		I/T	T/E	E/A	M
Use and understand the Dewey Decimal system		I/T	T/E	E/A	M
Define guiding questions		I/T	T/E	E/A	A/M
Choose appropriate information sources		I/T	T/E	E/A	A/M
Use appropriate search methods and terminology		I/T	I/T	T/E	A/M
Use various reference sources		I/T	I/T	E/A	M
Recognize the value and make effective use of databases		I/T	I/T	T/E/A	A/M
Evaluate the reliability and validity of sources		I/T	I/T	T/E	E/A/M
Use and navigate digital classification systems			I/T	T/E/A	A/M
Recognize and understand plagiarism			I/T	T/E/A	A/M
Know how to cite sources			I/T	T/E/A	E/A/M
Understand in-text citing			I/T	T/E/A	E/A/M
Determine keywords to describe topic			I/T	I/T/E	A/M
Develop search query			I/T	T/E/A	A/M
Use appropriate advanced search strategies			I/T	T/E/A	E/A/M
Use the features of the source to locate required information readily			I/T	E/A	M
Subscribe to appropriate digital sources of information				I/T	E/A/M

I = Introduce/Identify T = Teach – Model/Demo E = Expand – Guided practice A = Apply – Independent practice M = Master – Proficiency

NBSLS I-TEAM CURRICULUM STANDARDS PROJECT Grade Level Scope and Sequence

STANDARD II: *Independent learners transform knowledge into understanding and make informed decisions.*

Major Understanding:	K-1	2-3	4-5	6-8	9-12
Know a variety of research processes	I/T	I/T	I/T/E/A	T/E/A	T/E/A/M
Analyze information by ascertaining relevance to search problem	I/T	I/T	T/E/A	E/A	A/M
Use appropriate note-taking strategies	I	I/T	T/E	T/E/A	A/M
Organize information appropriately for the task	I	I/T	T/E	T/E/A	A/M
Evaluate information critically to make an informed selection		I	T	E/A	A/M
Demonstrate new learning using a variety of methods and technologies		I/T	T/E/A	E/A	A/M
Collaborate with others to further understanding		I/T	I/T	E/A	A/M
Choose an appropriate format to present new learning			I/T	T/E/A	A/M
Ethically use information to avoid plagiarism			I/T	T/E/A	A/M
Create a bibliography/works cited and/or document digital sources			I/T	T/E/A	A/M

I = Introduce/Identify T = Teach – Model/Demo E = Expand – Guided practice A = Apply – Independent practice M = Master – Proficiency

NBSLS I-TEAM CURRICULUM STANDARDS PROJECT Grade Level Scope and Sequence

STANDARD III: *Independent learners will communicate their knowledge and understanding with others.*

Major Understanding:	K-1	2-3	4-5	6-8	9-12
Organize information for communication	I/T	T/E	T/E/A	T/E/A	E/M
Use technology and other information tools to display knowledge in ways that others can view, use and access	I	I/T	T/E/A	T/E/A	A/M
Use writing, speaking, and visual literacy skills to communicate knowledge and understanding effectively and confidently	I/T	T/E	T/E/A	E/A	A/M
Collaborate with others in the communication and demonstration of learning	I	I/T	I/T/E	T/E/A	A/M
Reflect on the product and process to continue learning	I	I/T	I/T/E	T/E/A	E/A/M
Identify and use the best format for the audience		I/T	T/E	T/E/A	E/A/M

I = Introduce/Identify T = Teach – Model/Demo E = Expand – Guided practice A = Apply – Independent practice M = Master – Proficiency

NBSLS I-TEAM CURRICULUM STANDARDS PROJECT Grade Level Scope and Sequence

STANDARD IV: *Independent learners identify and pursue their interests and personal knowledge.*

Major Understanding:	K-1	2-3	4-5	6-8	9-12
Locate materials independently in the library media center	I/T	I/T	T/E	T/E/A	A/M
Search the OPAC to find a particular resource by author, title or subject	I/T	I/T	T/E	E/A	E/A/M
Evaluate validity of information in print and non-print resources for personal use	I/T	I/T	T/E/A	E/A	E/A/M
Demonstrate proper care for books, library materials and technology resources	I/T	I/T	E/A	M	M
Identify personal interests	I/T	E/A	E/A	A/M	A/M
Recognize a variety of authors, illustrators, and genres for personal enjoyment	I/T	I/T	E/A	E/A	E/A
Seek information for personal learning in a variety of formats and genres	I/T	E/A	E/A	A/M	A/M
Read, view and listen for pleasure and personal growth	I/T	E/A	E/A	A/M	M
Read, view and listen to connections between self and the world	I/T	E/A	E/A	A/M	A/M
Maintain an openness to new, divergent and controversial ideas, cultures and abilities	I/T	E/A	E/A	A/M	A/M
Develop personal criteria to select appropriate and engaging resources for personal interests and needs	I/T	E/A	E/A	A/M	A/M
Uses new technologies for information gathering	I/T	I/T	I/T	T/E/A	T/E/A/M
Respond critically and intelligently to literature and create expressions in various formats and genres	I/T	E/A	E/A	A/M	A/M
Participate safely in social networks to gather and share information both electronically and in person	I/T	E/A	E/A	A/M	A/M
Create original works as a means of personal or group expression	I/T	E/A	E/A	A/M	A/M
Understand the purpose of various reference resources such as dictionary, thesaurus, atlas, encyclopedia, etc. for personal use		I/T	I/T	T/E/A	E/A/M
Use online resources including databases for research and personal use		I/T	I/T	T/E/A	A/M

I = Introduce/Identify T = Teach – Model/Demo E = Expand – Guided practice A = Apply – Independent practice M = Master – Proficiency

BOARD OF COOPERATIVE SERVICES OF NASSAU COUNTY

George Farber, President; Iris Wolfson, Vice President; Stephen B. Witt, District Clerk; Eric B. Schultz, Vice District Clerk;
Susan Bergtraum, Deborah Coates, Ronald Ellerbe, Gale Ross-Srulevich, Michael Weinick
Edward J. Zero, Interim District Superintendent • Dr. Robert J. Hanna, Deputy Superintendent
Lawrence R. McGoldrick, Assistant to the Deputy Superintendent • Joan S. Seigel, Associate Superintendent

CURRICULUM, INSTRUCTION AND TECHNOLOGY

Fred Podolski, Executive Director
Valerie D'Aguzzo, Assistant Director
Eva Efron, Supervisor